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Final Thoughts and Acknowledgements

“Leadership and learning are indispensable to each other.”

-- John F. Kennedy

As mathematics teacher educators, we have a tremendous responsibility. Among our many roles, we are responsible for nurturing, developing, and supporting the efforts of teachers of mathematics at all levels. In addition, we all play a role in shaping the nature of and providing leadership in the local and national mathematics education community. Our many and diverse roles require that we continue to learn and grow. The AMTE annual conference provides a unique opportunity for mathematics teacher educators to consider, examine, and discuss issues; to share experiences, research and other efforts; and to network with individuals with similar interests. These opportunities for sharing and learning prove to be invaluable experiences that continue to shape each of our professional lives.

During this conference, sessions are offered in a variety of formats to provide a broad menu of topics from which to choose. This year you will find that we continue the tradition of past conference formats, but included more 30-minute sessions. This made it possible to offer additional sessions. Although the time is limited, these individual sessions provide an opportunity to learn about a wide spectrum of activities in which mathematics teacher educators engage and provide a means to identify and network with others with common interests. It is expected that these sessions will encourage discussions that will extend beyond the duration of the conference.

The Tenth Annual AMTE Conference would not be possible without the contributions and support of many individuals. AMTE thanks

- all speakers who contributed their time and expertise to make this conference a success;
- the AMTE Conference Coordinator and Conference Committees for providing the time and effort necessary to pull this conference together;
- the publishers who donated materials for the AMTE Browsing Room;
- members of the Florida Association of Mathematics Teacher Educators (FAMTE) for their support and assistance with the local arrangements; and
- Darrel Davis, Instructional Technology doctoral student, and James Dogbey, mathematics education doctoral students, and others at the University of South Florida who provided conference assistance.

The Association of Mathematics Teacher Educators is a member of the Conference Board of the Mathematical Sciences and is a National Council of Teachers of Mathematics Affiliated Group. AMTE is proud to acknowledge and welcome members of its affiliate organizations to its Tenth Annual Conference:

Illinois Mathematics Teacher Educators (IMTE)
Utah Association of Mathematics Teacher Educators (UAMTE)
Florida Association of Mathematics Teacher Educators (FAMTE)
California Association of Mathematics Teacher Educators (CAMTE)
Association of Mathematics Teacher Educators in Connecticut (AMTEC)
Appalachian Association of Mathematics Teacher Educators (AAMTE)



Tenth Annual AMTE Pre-Conference Tampa, Florida • January 2006

**Thursday, January 26, 1:30-4:30 p.m.
Pre-Conference Technology Workshop**

Pre-Conference Technology Workshop

Livorna/Marbella

Technology PCK (or TPCK) and the Preparation of Mathematics Teachers for Teaching Mathematics with Technology

Maggie Niess, Oregon State University
Oscar Chavez, University of Missouri
Marcia Weinhold, Purdue University Calumet
David Pugalee, University of North Carolina – Charlotte
Joe Garofalo, University of Virginia
Gary Martin, Auburn University
Shannon Driskel, University of Dayton

TPCK is that domain of knowledge that supports teachers in teaching mathematics with appropriate technologies. How do mathematics teacher preparation programs incorporate the development of TPCK? This pre-conference workshop explores the draft Technology Position Statement prepared by the AMTE Technology Committee that frames AMTE's guidelines for guiding mathematics teachers' TPCK development. The intent of the workshop is to identify how mathematics teacher education programs might respond to the challenges in this position statement, identifying ideas for mathematics, mathematics methods, and other education courses. The audience will be actively involved in an exploration of issues and identification of needed research. The goal of the workshop is to identify and clarify the directions, concerns and issues, and research needed for responding to the challenges in the position statement.

NOTE: Pre-registration is required for this event.

**Thursday, January 26, 5:30-7:00 p.m.
Pre-Conference Symposium**

Pre-Conference Symposium

Salon D/E

New Directions and Focus for Standards, Curricula, and Assessments

Randall Charles, San Jose State University
Francis (Skip) Fennell, McDaniel College, President-elect, National Council of Teachers of Mathematics
Cathy Seeley, President, National Council of Teachers of Mathematics
Rose Mary Zbiek, Penn State University
Janie Schielak, Texas A&M University

This session will provide a progress report on separate but related efforts underway by the National Council of Teachers of Mathematics and The College Board to address curriculum and instruction issues of focus that have emerged from international performance assessments. Also, suggestions will be offered for leaders involved in building standards, curricula, and assessments.



Tenth Annual Conference Schedule January 26 – 28, 2006 Tampa, Florida

Friday, January 27, 2006

7:00 – 8:00 a.m.	Continental Breakfast	Pre-function Area
8:00 – 9:30 a.m.	Ninety Minute—Symposiums or Working Groups Mini-Sessions	
9:30 – 9:45 a.m.	Break	
9:45 – 10:15 a.m.	Thirty Minute—Individual Sessions	
10:15 – 10:30 a.m.	Break	
10:30 – 11:00 a.m.	Thirty Minute—Individual Sessions	
11:00 – 11:15 a.m.	Break	
11:15 – 12:15 p.m.	Sixty Minute—Thematic Presentations, Symposiums or Working Groups	
12:15 – 1:30 p.m.	Lunch	Salon E, Garden Court, Genoa, & Kalamata
1:30 – 2:30 p.m.	Sixty Minute—Thematic Presentations, Symposiums, or Working Groups,	
2:30 – 2:45 p.m.	Break	
2:45 – 3:15 p.m.	Thirty Minute—Individual Sessions	
3:15 – 3:30 p.m.	Break	
3:30 – 4:30 p.m.	Sixty Minute—Thematic Presentations, Symposiums or Working Groups	
4:30 – 5:00 p.m.	Break	
5:00 – 6:30 p.m.	Judith E. Jacobs Lecture	Salon D
6:30 – 8:00 p.m.	Dinner	Salons E - H

Saturday, January 28, 2006

7:00 – 8:00 a.m.	Continental Breakfast	Pre-function Area
8:00 – 9:30 a.m.	Ninety Minute—Symposiums or Working Groups Mini-Sessions	
9:30 – 9:45 a.m.	Break	
9:45 – 10:15 a.m.	Thirty Minute—Individual Sessions	
10:15 – 10:30 a.m.	Break	
10:30 – 11:00 a.m.	Thirty Minute—Individual Sessions	
11:00 – 11:15 a.m.	Break	
11:15 – 12:15 p.m.	Sixty Minute—Thematic Presentations, Symposiums or Working Groups	
12:15 – 1:30 p.m.	Lunch	Salon E, Garden Court, Genoa, & Kalamata
1:30 – 2:00 p.m.	Thirty Minute—Individual Sessions	
2:00 – 2:15 p.m.	Break	
2:15 – 2:45 p.m.	Thirty Minute—Individual Sessions	
2:45 – 3:00 p.m.	Break	
3:00 – 4:00 p.m.	Closing Session	Salon D
4:00 – 5:00 p.m.	Business Meeting	Salon D

Browsing Room

Throughout the conference, materials and software will be available for review in the AMTE Browsing Room, located in the Sergio Boardroom. Selected materials will be distributed to participants at the conclusion of the AMTE Business Meeting on Saturday. The Browsing Room will be open at the following times:

Friday, January 27: 7:30 a.m. – 5:00 p.m.

Saturday, January 28: 7:30 a.m.–12:30 p.m.

Overview of Friday Morning, January 27, 2006

	8:00–9:30	9:45–10:15	10:30–11:00	11:15–12:15
Salon A	1. An experiment to change university teaching -- Herrelko, Mathews	10. Do we ask the right questions to get the right answers? -- Tsankova	19. Assessing teachers' mathematical knowledge without compromising the supportive learning environment -- Chamberlin, Powers	28. Considerations for developing an online methods course -- Mitchell
Salon B	2. Mathematical knowledge for teaching of mathematics -- Kepner, McLeod, Luck, Harris, Rahming	11. Preparing future mathematics teacher educators to incorporate issues of equity and diversity into their methods courses -- White, Reed	20. Narrowing the achievement gap: A collaborative effort -- Wiegert, Horton, Reyes-Coombs	29. Emphasizing diversity in mathematics methods courses for prospective elementary teachers -- Goodson-Epsy, Lynch-Davis
Salon C	3. Supporting teacher educator practice and learning through cross-institutional course implementation -- Boerst, Sztajn, Sleep, Flowers	12. Alternate pathways to teaching mathematics: What is the role of teacher education programs? -- Lewis, Hynes, Swan	21. A collaborative approach to developing highly qualified mathematics teachers -- Sheppard, Poehl	30. Mathematics: Really learning from really reading -- Bosse
Salon D	Six Mini-Sessions. Review posters and pick three to see			31. Becoming an AMTE affiliated group: Learning from experience -- Bezuk, Beal, Szabo, Kersaint, Bohlin, Koirala
Salon F	4. A new technology option for interactive learning and assessment involving pre-service mathematics teachers -- Oneal, Crocker	13. A characterization of the preparation of pre-service mathematics teachers to teach mathematics with technology -- Leatham	22. Linking teachers online: Computer-mediated mentoring in mathematics -- Luebeck	32. Helping prospective teachers develop productive algebraic habits of mind: A problem-solving approach -- Stemm
Salon G	5. Unpacking the mathematics of rational numbers in a problem-centered curriculum -- Phillips, Lappan	14. Developing a content/methods course for pre-service elementary teachers -- Lannin, Chval, Sutter	23. Developing the mathematical knowledge necessary for teaching in content courses for elementary teachers -- Feikes	33. What mathematics do elementary teachers really need to know? --Thompson, Brown, McGatha Bush, Karp
Salon H	6. Using pedagogical thinking as a lens to study teacher change -- Arbaugh, Lannin, Jones, Barker	15. Relating pre-service teachers' beliefs and level of intellectual development to their pedagogical content knowledge development -- Cady, Rearden	24. A capstone course that links what mathematics teachers learn to what they teach --Upton	34. Preparing pre-service teachers to use instructional technology -- Steckroth
Livorno & Marbella	7. High stakes testing and mathematics teacher preparation: What are we doing to help our teachers? -- Chauvot, Sanchez	16. The relationship between six elementary teachers' beliefs and teaching mathematics through problem solving—Al Salouli	25. The mathematical knowledge needed for teaching: An inquiry into the knowledge of pre-service and practicing teachers -- Huinker, Hedges	35. Hosting student teachers as a site for professional development -- Hembree, Rhodes, Sloan, Wilson
Genoa	8. Focusing on challenging mathematical tasks: A strategy for improving teaching -- Smith, Boston, Steele	17. Developing teachers' ability to create lessons that require student investigation -- Grouws	26. Washington mathematics case study project -- Adolphson, Gilbert	
Kalamata	9. Explaining your reasoning versus showing your work: Scoring student constructed response items -- Meier, Rich	18. Results from integrating service-learning and case studies as tools for developing mathematical teaching reasoning in prospective elementary teachers -- Breyfogle	27. A framework for examining mathematics methods courses discussing appropriate preparation for prospective mathematics teachers -- Ronau, Taylor	

Session Number 1

Salon A

An Experiment to Change University Teaching

Susann Mathews, Wright State University
Janet Herrelko, University of Dayton

Can mathematics educators entice higher education faculty to teach using inquiry rather than lecture methods? An Ohio group created a program that engages faculty in inquiry activities, discusses pedagogical content knowledge and learning cycles. The results of implementing an inquiry methodology are presented. Participants will take part in one activity.

Session Number 2

Salon B

Mathematical Knowledge for Teaching of Mathematics: Teams of Mathematicians, Classroom Teachers, and Math Educators Construct Sequenced Mathematics Content Courses and Methods Courses for Prospective Elementary/Middle Grades Teachers.

Henry Kepner, University of Wisconsin-Milwaukee
Kevin McLeod, University of Wisconsin-Milwaukee
Gary Luck, University of Wisconsin-Milwaukee
Sharonda Harris, Milwaukee Public Schools
Bernard Rahming, Milwaukee Public Schools

Design teams of mathematicians, classroom teachers and mathematics educators construct, team teach, and revise mathematics content courses and methods courses for prospective elementary/middle grades teachers. This session will include reflections from each perspective on the interactions in design team work in course development, team teaching pilots, and revision. A report of early data collection on these students will also be provided.

Session Number 3

Salon C

Supporting Teacher Educator Practice and Learning Through Cross-Institutional Course Implementation

Timothy Boerst, Center for Prof. in Teaching Math
Paola Sztajn, University of Georgia
Laurie Sleep, University of Michigan
Judith Flowers, University of Michigan Dearborn

Although teacher educators may share resources, teacher education courses are rarely comprehensively implemented across institutions. This session examines the implementation of a mathematics methods course designed in the University of Michigan Mathematics Methods Planning Group at the University of Georgia. We discuss the rationale for this cross-institutional collaboration and explore its affordances for supporting teacher educator practice and learning.

Session Number 4

Salon F

A New Technology Option for Interactive Learning and Assessment Involving Pre-service Mathematics Teachers

Judy O’Neal, North Georgia College and State University
Deborah Crocker, Appalachian State University

Preparing pre-service mathematics teachers to utilize technology as an instructional and assessment tool for guiding their students to discover, learn and demonstrate understanding of mathematical concepts is an ever-changing task. Learn how two different institutions have incorporated wireless communication between students’ graphing calculators and the instructor’s computer to create real-time, formative assessment that supports research-based instructional strategies and improved student learning. Be prepared to participate in a hands-on demonstration and to share ideas of how your department meets the on-going technology preparation challenge.

Session Number 5

Salon G

Unpacking the Mathematics of Rational Numbers in a Problem-Centered Curriculum

Elizabeth Phillips, Michigan State University
Glenda Lappan, Michigan State University

The participants will examine a sequenced set of problems from the Connected Mathematics curriculum (CMP) that develop conceptual understanding and related algorithms for rational numbers. The goal is to unpack the understanding in the sequenced development and discuss the implications for the development of teachers’ knowledge.

Session Number 6

Salon H

Using Pedagogical Thinking as a Lens to Study Teacher Change

Fran Arbaugh, University of Missouri
Dustin Jones, Central Missouri State University
John Lannin, University of Missouri
David Barker, University of Missouri

During this working session, participants will actively participate in using and discussing a framework for studying mathematics teachers’ thinking about: 1) how students learn, and 2) what types of teaching best facilitates student learning.

Session Number 7

Livorno/Marbella

High Stakes Testing and Mathematics Teacher Preparation: What are We Doing to Help our Teachers?

Jennifer Chauvot, University of Houston
Wendy Sanchez, Kennesaw State University

Mathematics educators who teach undergraduate/graduate courses for 6 – 12 pre-service and practicing mathematics teachers will share activities/strategies geared toward preparing teachers for teaching in a high-stakes environment. Pre-service and practicing mathematics teachers will provide insights into teacher education experiences that prepared them (or not) for teaching in such an environment.

Session Number 8 **Genoa**

Focusing on Challenging Mathematical Tasks: A Strategy for Improving Teaching

Margaret Smith, University of Pittsburgh
Melissa Boston, University of Pittsburgh
Michael Steele, University of Pittsburgh

This session will focus on a model for professional development that supports teachers' selection and enactment of challenging mathematical tasks. We will describe the work we have done with teachers and how a focus on mathematical tasks appears to have influenced teachers' thinking and practice.

Session Number 9 **Kalamata**

Explaining Your Reasoning Versus Showing Your Work: Scoring Student Constructed Response Items

Sherry Meier, Illinois State University
Beverly Rich, Illinois State University

Open-ended and constructed-response items are becoming more prevalent in both classroom and high-stakes testing. As associated scoring rubrics become more common-place, questions arise about what it means to explain your reasoning versus just showing your work. This session will provide a forum for discussing this issue and preliminary findings about any distinctions preservice and practicing teachers make between showing their work and explaining their reasoning.

Mini-Session Number 1 **Salon D**

Project EMERGE: Establishing a Mathematics Education Research Group Endeavor

Fatma Aslan-Tutak, University of Florida
Thomaseia Adams, University of Florida

This session will describe Project EMERGE whose objective is to provide an opportunity for mathematics education faculty to be engaged in systematic mentoring of specialist and doctoral students via scholarship and research activities.

Mini-Session Number 2 **Salon D**

Improving the Preparation of Pre-service Secondary Mathematics Teachers

Linda Kallam, Southeastern Oklahoma State University
This session details preliminary results of a PMET grant to improve the preparation of pre-service secondary mathematics teachers through program modification.

Mini-Session Number 3 **Salon D**

Math Penpals: Kids and Pre-service Teachers

Stuart Moskowitz, Humboldt State University

This weekly letter-writing project goes beyond journals to get pre-service teachers writing about math. Instead of writing to me, real kids read and write back! The incentive for clear, concise communication has never been greater! And we end the semester with my students creating a "math fair" for their penpal!

Mini-Session Number 4 **Salon D**

Connecting Content and Pedagogy in a New Distance Learning M.A.T. Mathematics Program

Jeffrey Shamatha, Northern Arizona University

We will share the courses that make up our MAT program, how these courses align with content and pedagogy recommendations, how these courses are offered at a distance, and instructor and student work and feedback from these courses.

Mini-Session Number 5 **Salon D**

Modeling Hands-on Assessment and Verbal Communications

Robert Wolffe, Bradley University
Jean Marie Grant, Bradley University
Patricia Nugent, Illinois State University

This session describes the inclusion of test questions that require students in a mathematics-for-teachers course to use physical models while they communicate their understandings. The methods and benefits of including this as an assessment component will be shared.

Mini-Session Number 6 **Salon D**

Preparing Teachers to Teach with Technology: An Integrated Approach

Holt Wilson, North Carolina State University
Karen Hollebrands, North Carolina State University

Information about the development of text-based materials and multi-media cases to prepare teachers to teach data analysis and probability topics with technology will be shared.

Session Number 10**Salon A***Do We Ask the Right Questions to Get the Right Answers?*

Jenny Tsankova, Roger Williams University

Research on how young children solve systems of equations with two variables has shown that children are capable of deep algebraic reasoning if prompted carefully through the problem-solving process. These results led us to take a look at how pre-service teachers begin, develop, and improve their ability to create problem-specific guiding questions and hints in order to facilitate students' reasoning.

Session Number 11**Salon B***Preparing Future Mathematics Teacher Educators to Incorporate Issues of Equity and Diversity into their Methods Courses*Dorothy White, University of Georgia
Judith Reed, University of Georgia

This session describes a doctoral course in mathematics education designed to prepare future teacher educators to infuse issues of equity and diversity into mathematics methods courses. Participants will have an opportunity to brainstorm ideas for improving the course and identify next steps in their respective graduate programs.

Session Number 12**Salon C***Alternate Pathways to Teaching Mathematics: What is the Role of the Teacher Education Programs?*Nancy Lewis, University of Central Florida
Michael Hynes, University of Central Florida
Bonnie Swan, University of Central Florida

As a result of the teacher shortage, new pathways into mathematics teaching are emerging. This session will stimulate discussion in regards to the characteristics and possible impact of different teacher preparation programs. The role of Transition to Mathematics and Science Teaching, a university-based induction program, will be highlighted.

Session Number 13**Salon F***A Characterization of the Preparation of Preservice Mathematics Teachers to Teach Mathematics with Technology*

Keith Leatham, Brigham Young University

The characteristics of the three most common models of technology professional development in preservice mathematics teacher education, as revealed through a survey of approximately 100 mathematics teacher educators from around the country, will be discussed, along with guiding principles and supporting materials derived therefrom and from the literature.

Session Number 14**Salon G***Developing a Content/Methods Course for Preservice Elementary Teachers*John Lannin, University of Missouri-Columbia
Kathryn Chval, University of Missouri-Columbia
Angie Sutter, University of Missouri

This session examines the design issues surrounding the development of content/methods courses at the University of Missouri-Columbia. Our research focuses on the development of a research-based course design model through which we established a classroom community that involved learner-centered, knowledge-centered, and assessment-centered learning environments (National Research Council, 1999).

Session Number 15**Salon H***Relating Preservice Teachers' Beliefs and Level of Intellectual Development to their Pedagogical Content Knowledge Development*JoAnn Cady, University of Tennessee
Kristin Rearden, University of Tennessee

This session presents preliminary findings from a study relating preservice teachers' beliefs about mathematics and science and their level of intellectual development to the development of their pedagogical content knowledge for integrating mathematics and science.

Session Number 16**Livorno/Marbella***The Relationship Between Six Elementary Teachers' Beliefs and Teaching Mathematics Through Problem Solving*

Misfer AlSalouli, Indiana University at Bloomington

This study attempts to understand the consistencies and inconsistencies between sixth grade teacher's beliefs and their teaching of mathematics through problem solving. The presenter will also highlight some significant factors that were mentioned to be very effective in teaching mathematics through problem solving.

Session Number 17**Genoa**

Developing Teachers' Ability to Create Lessons that Require Student Investigation

Douglas Grouws, University of Missouri

This session provides several examples of real-time Internet sites used in an NSF project to assist middle grade teachers develop their ability to write lessons that focus on students forming hypotheses, gathering data, and drawing conclusions. Discussion will focus on others' experience and sharing of other potential Internet sites.

Session Number 18**Kalamata**

Results from Integrating Service-Learning and Case Studies as Tools for Developing Mathematical Teaching Reasoning in Prospective Elementary Teachers

Lynn Breyfogle, Bucknell University

The presenter will provide a description of a service-learning placement for prospective elementary teachers in their first mathematics content course, in which the prospective teachers write cases based on their experiences. In addition, the presenter will outline findings about the prospective teachers' growth in reasoning about their students' understanding.

Notes

Session Number 19**Salon A***Assessing Teachers' Mathematical Knowledge Without Compromising The Supportive Learning Environment*Michelle Chamberlin, University of Northern Colorado
Robert Powers, University of Northern Colorado

Evaluating teachers' mathematical knowledge in professional development may lead to negative byproducts such as heightened anxiety or decreased motivation. Yet, many programs have to evaluate the mathematical learning of teachers. We describe a follow-up research study that revealed teacher educators can structure evaluation to support rather than hinder teachers' learning.

Session Number 20**Salon B***Narrowing the Achievement Gap: A Collaborative Effort*Elaine Wiegert, Clemson University
Robert Horton, Clemson University
Jerome Reyes-Coombs, Norfolk State University

Results of a study designed to help eliminate the achievement gap between African American and Caucasian middle school students are described. The study examined the effects of exposing teachers to inquiry-based, technology infused activities on their ability to develop and implement similar activities in their existing curriculum.

Session Number 21**Salon C***A Collaborative Approach to Developing Highly Qualified Mathematics Teachers*Peter Sheppard, Louisiana State University
Terrie Poehl, Louisiana State University

This session will evoke conversation about the relative effectiveness of an interdepartmental teacher preparation program that allows students to earn a Bachelor's degree in mathematics while simultaneously earning teacher certification. Discussion topics will allow the audience to assess the merits and feasibility of implementing comparable programs at their institutions.

Session Number 22**Salon F***Linking Teachers Online: Computer-Mediated Mentoring in Mathematics*

Jennifer Luebeck, Montana State University - Bozeman

In Montana, Web-based technology is used to create a "content community" of novice and expert mathematics teachers who examine content, promote appropriate pedagogy, address student issues, locate resources, and discuss concerns in group and individual settings. The program's structure, samples of discourse, and results for teachers will be shared.

Session Number 23**Salon G***Developing the Mathematical Knowledge Necessary for Teaching in Content Courses for Elementary Teachers*

David Feikes, Purdue University North Central

This session will explore how the NSF-funded project, Connecting Mathematics for Elementary Teachers, uses knowledge of how children learn mathematics and attempts to connect this to preservice teachers' learning of mathematics. A project goal is to help preservice elementary teachers develop the mathematical knowledge necessary for teaching.

Session Number 24**Salon H***A Capstone Course that Links What Mathematics Teachers Learn to What They Teach*

Deborah Upton, Stonehill College

This session details a capstone course for preservice secondary mathematics teachers that looks at topics in the high school curriculum and their relation to topics learned in their college-level mathematics courses. Resources will be shared and student feedback provided.

Session Number 25**Livorno/Marbella***The Mathematical Knowledge Needed for Teaching: An Inquiry into the Knowledge of Preservice and Practicing Teachers*DeAnn Huinker, University of Wisconsin-Milwaukee
Melissa Hedges, University of Wisconsin-Milwaukee

What distinguishes mathematical knowledge from the specialized knowledge needed for teaching mathematics? Examine released items and results of an investigation with elementary teachers into their knowledge for teaching using items from the Learning Mathematics for Teaching (LMT) project from the University of Michigan.

Session Number 26**Genoa***Washington Mathematics Case Study Project*Keith Adolphson, Eastern Washington University
Michael Gilbert, Eastern Washington University

This session describes the Washington Mathematics Case Study Project. Universities and middle school teachers from high-need districts collaborate to explore mathematics while creating professional development materials. Emphasis is on developing the big ideas of mathematics through a study of student work using video and written cases taken from real classrooms.

Session Number 27**Kalamata**

*A Framework for Examining Mathematics Methods
Courses Discussing Appropriate Preparation for
Prospective Mathematics Teachers*

Robert Ronau, University of Louisville
Mark Taylor, University of Tennessee

This paper presentation will examine the results from a study of methods courses. The session will share a framework for analyzing mathematics methods syllabi with respect to course goals/objectives and assignments/assessments and use this framework to begin a discussion on what should be in a mathematics methods course.

Notes

Session Number 28

Salon A

Considerations for Developing an Online Methods Course

Karen Mitchell, Marshall University

In smaller colleges and universities, mathematics methods courses are being replaced by general methods courses or eliminated completely. This session will detail the development and delivery strategy for an online methods course that was designed to be shared by multiple institutions.

Session Number 29

Salon B

Emphasizing Diversity in Mathematics Methods Courses for Prospective Elementary Teachers

Tracy Goodson-Espy, Appalachian State University
Kathleen Lynch-Davis, Appalachian State University

This session focuses on describing our efforts to implement a diversity component into our mathematics methods course. The speakers will provide salient information about how teaching diverse learners has been woven into our mathematics methods courses and pre- and post- data about our prospective elementary teachers' perceptions about teaching diverse learners.

Session Number 30

Salon C

Mathematics: Really Learning from Really Reading

Michael Bosse, East Carolina University

Although mathematics and reading are becoming increasingly partnered within K-12 reformed curricula, students are generally led to read about mathematics and mathematicians rather than to read mathematics itself. We will discuss techniques to lead students to read mathematics and texts in order to more deeply understand mathematical topics.

Session Number 31

Salon D

Becoming an AMTE Affiliated Group: Learning from Experience

Nadine Bezuk, San Diego State University
Susan Beal, University of Illinois at Chicago
Tamas Szabo, Weber State University
Gladis Kersaint, University of South Florida
Carol Fry Bohlin, California State University- Fresno
Hari Koirala, Eastern Connecticut State University

Join the presidents of five AMTE affiliated groups to learn more about how to become an AMTE affiliate. Speakers will describe the steps involved in the process, provide sample constitutions and organizational frameworks, discuss current initiatives, share suggestions, and discuss challenges of creating new professional organizations.

Session Number 32

Salon F

Helping Prospective Teachers Develop Productive Algebraic Habits of Mind: A Problem-Solving Approach

Blidi Stemn, Hofstra University

This session will explore the use of problems to foster algebraic habits of mind which include collecting and organizing data, recognizing and extending patterns, representing patterns symbolically, and making generalizations among prospective elementary teachers. Participants will solve a problem and discuss it within the framework of the four habits of mind. Samples of prospective teachers' work will also be analyzed and discussed.

Session Number 33

Salon G

What Mathematics Do Elementary Teachers Really Need to Know?

Chuck Thompson, University of Louisville
Todd Brown, University of Louisville
Maggie McGatha, University of Louisville
Bill Bush, University of Louisville
Karen Karp, University of Louisville

We will provide analysis of the mathematics that various major professional groups recommend for elementary school teachers. We will also describe how teacher assessments have been developed and share sample items addressing mathematical and pedagogical content knowledge. In addition, we will provide information about gaining access to the assessments for research and diagnostic purposes.

Session Number 34

Salon H

Preparing Preservice Teachers to Use Instructional Technology

Jeffrey J. Steckroth, University of Virginia

Preparing preservice mathematics teachers to be effective users of instructional technology is an important issue faced by teacher education programs today. This presentation will describe a teacher education model which infuses technology instruction throughout the program. The presenter will describe his multi-faceted role in helping preservice teachers accomplish this goal.

Hosting Student Teachers as a Site For Professional Development

Dennis Hembree, University of Georgia
Ginger Rhodes, University of Georgia
Margaret Sloan, University of Georgia
Patricia Wilson, University of Georgia

This project investigates ways in which mentor teachers use classroom observations of student thinking and ideas of mathematical knowledge for teaching (MKT) as opportunities for personal professional growth. Our research examines how mentor teachers deprivatize their practice in the context of practicums in which multiple preservice teachers work at a single school.

Session Number 35

Livorno/Marbella

Friday, January 27, 2006

12:15 – 1:30 p.m.

Lunch

Salon E, Garden Court, Genoa, & Kalamata


Have you discovered the Browsing Room?

In the Sergio Boardroom, you will find the latest professional development support materials and other resources for teacher educators. Get an advanced look at many of the prizes that will be given away at the close of the AMTE business meeting on Saturday afternoon.

What: Browsing Room
Where: Sergio Boardroom
When: Friday, 7:30 a.m. to 5:00 p.m.
Saturday, 7:30 a.m. to 12:30 p.m.

Stop by and take a look!

Overview of Friday Afternoon, January 27, 2006

	1:30–2:30	2:45–3:15	3:30–4:30
Salon A	36. Decompressing teachers' mathematical knowledge: The case of division -- Hedges, Huinker, Bay-Williams, McLeod	44. Mathematics coach as mathematics teacher educator -- Colon, Rosenthal	53. Recognizing the mathematical knowledge for teaching geometry in a professional development context -- Allen, Bismarck
Salon B	37. Experienced K-3 teachers as staff developers: What are the outcomes? -- Lubinski	45. Teachers' knowledge of probability to inform teacher education -- Mojica.	54. An iterative and adaptive approach to professional development -- Silver, Castro, Charalambous
Salon C	38. Teaching and learning in an elementary geometry methods course -- Lynch-Davis, Goodson-Epsy, Schram, Quickenton.	46. Mathematics in mathematics education: Sharing the development of a master's program that meets the need of practicing teachers -- Mikusa, Mellilo	55. Simulating the struggles of learning elementary mathematics: Helping pre-service teachers understand their diverse students -- Morris
Salon D	39. A philosophy for teaching -- Philipp	AMTE's Excellence in Teaching in Mathematics Teacher Education Award: Award Winner — Randy Philipp 	
Salon F	40. "I understand it, I just don't know how to say it": Developing students' communication skills in mathematics content courses -- Keiser, Harper	47. Learning from our NCATE report - White	56. Documents influencing the changing mathematics curriculum: Resources from the Center for the Study of Mathematics Curriculum -- Hirsch, Ziebarth, Reys.
Salon G	41. For doctoral students: Continuing to grow ... working together to do so -- Regis, Teuscher, Olson, Nivens	48. Jobs in higher education for mathematics educators -- An upate -- Reys	57. Development and utilization of observation instruments for secondary mathematics preservice teachers-- Dunn, Steckroth, Garofalo
Salon H	42. What is the purpose of student teaching in mathematics? -- Peterson, Leatham	49. Problem solving in field experiences with preservice teachers -- Chamberlin	58. Infusing technology into a new design for preservice secondary mathematics teacher preparation -- Lapp, Vonder Embse
Livorno/ Marbella	43. The growth of the dynamic figural concept-children's sense making strategies applied to conceptions of shape -- Mohr, Kastberg, Walcott	50. Year long planning assignments: Issues and challenges for secondary mathematics teachers -- Kersaint, Thompson	
Genoa		51. Connecting preservice teacher education to inservice teacher development -- Diaz	59. Enhancing preservice secondary mathematics teachers' understanding of limits through the use of dynamic sketches -- Cory
Kalamata		52. Using video cases to develop reflective practice -- Stockero, Van Zoest	60. Supporting teacher educators in the use of video case studies on inclusion in elementary math classrooms -- Moeller, Cohen

The Judith E. Jacobs Lecture

Salon D, 5:00 – 6:30 p.m.

Dinner

Salons E - H, 6:30 – 8:00 p.m.

Session Number 36 Salon A

Decompressing Teachers' Mathematical Knowledge: The Case of Division

Melissa Hedges, University of Wisconsin-Milwaukee
 DeAnn Huinker, University of Wisconsin-Milwaukee
 Jennifer Bay-Williams, Kansas State University
 Kevin McLeod, University of Wisconsin-Milwaukee

The compressed knowledge teachers have of division of multidigit numbers, focused on demonstrated procedural or algorithmic skill, is insufficient for meaningful teaching. Our session will examine the unpacking of the mathematical knowledge necessary for teaching division and what one needs to know and understand to teach division well.

Session Number 37 Salon B

Experienced K-3 Teachers as Staff Developers: What Are the Outcomes?

Cheryl Lubinski, Illinois State University

I will report on a project entitled Teachers Teaching Teachers in which six K-3 teachers conducted workshops for other primary teachers.

Session Number 38 Salon C

Teaching and Learning in an Elementary Geometry Methods Course

Kathleen Lynch-Davis, Appalachian State University
 Tracy Goodson-Espy, Appalachian State University
 Pam Schram, Appalachian State University
 Art Quickenton, Appalachian State University

This session focuses on describing an elementary geometry methods course in place at Appalachian State University. The speakers will provide salient information about the teaching and learning experiences in the course. The participants will be engaged in discussions about what big ideas should be evident in a methods course for prospective elementary teachers which focuses on geometry.

Session Number 39 Salon D

AWARD-WINNER'S SESSION: AMTE's Excellence in Teaching in Mathematics Teacher Education Award

A Philosophy of Teaching

Randy Philipp, San Diego State University

Mathematics educators agree on the importance of helping all students develop richer mathematical understanding, but we focus on different aspects that we consider critical to our work. I will present three key aspects of my work along with examples of how I integrate the three in my teaching. I will end by considering how recent definitions of *mathematical proficiency* and sociocultural theories of learning have raised additional challenges for teaching.

Session Number 40 Salon F

"I understand it, I just don't know how to say it": Developing Students' Communication Skills in Mathematics Content Courses

Jane Keiser, Miami University
 Suzanne Harper, Miami University

This symposium addresses ways of developing mathematical communication skills by sharing two rich content activities for middle grades and secondary preservice teachers. Participants will become more aware of how to elicit mathematical communication in their students' solutions of tasks and be provided with related course materials.

Session Number 41 Salon G

For Doctoral Students: Continuing to Grow ... Working Together to Do So

Troy Regis, University of Missouri-Columbia
 Dawn Teuscher, University of Missouri-Columbia
 Travis Olson, University of Missouri-Columbia
 Ryan Nivens, University of Missouri-Columbia

This session is designed for active participation of doctoral students. Students will collaborate in groups to make connections related to similar research interests and issues. Participants will be able to share experiences of their own programs and how these have benefited them in their program.

Session Number 42**Salon H***What is the Purpose of Student Teaching in Mathematics?*

Blake Peterson, Brigham Young University
Keith Leatham, Brigham Young University

Come participate in a discussion about the purposes of student teaching in mathematics and how the structure of student teaching either facilitates or hinders these purposes. We will also consider the implications of our discussion for future research and program implementation with respect to student teaching.

Session Number 43**Livorno/Marbella***The Growth of the Dynamic Figural Concept-Children's Sense Making Strategies Applied to Conceptions of Shape*

Doris Mohr, University of Southern Indiana
Signe Kastberg, Indiana University – Purdue University
Crystal Walcott, Indiana University Bloomington

The responses to an open-ended NAEP item by three distinct groups – fourth graders, pre-service elementary teachers, and mathematics educators – will be used as a catalyst to further discussion of a proposed framework for understanding children's sense-making strategies and its implications for teacher education.

Notes

Session Number 44 **Salon A***Mathematics Coach as Mathematics Teacher Educator*

Irma Colon, P.S. 112M, New York City
 Bill Rosenthal, Hunter College

We describe the work of the New York City mathematics coach and we will orchestrate a conversation about the implications of considering coaches and other school-based mathematics specialists to be teacher educators.

Session Number 45 **Salon B***Teachers' Knowledge of Probability to Inform Teacher Education*

Gemma Mojica, North Carolina State University

Research relating to grade 6-8 teachers' understanding of probability and issues that affect their ability to facilitate probabilistic reasoning in students will be shared.

Session Number 46 **Salon C***Mathematics in Mathematics Education: Sharing the Development of a Masters Program that Meets the Need of Practicing Teachers*

Michael Mikusa, Kent State University
 Judith Melillo, Kent State University

We describe our middle school masters program and stimulate conversation that may enhance the development of more meaningful graduate programs in mathematics education that fill the needs of practicing teachers. This session will focus on sharing our year and a half process of designing this degree (including handouts on course descriptions and sequencing) and soliciting input from the participants who have established something similar or who are interested in traveling this path.

Session Number 47 **Salon F***Learning from our NCATE Reports*

Janet White, Millersville University

This session is for individuals who are responsible for working on or interpreting NCATE report data. The speaker will lead a discussion on assessments that can inform and improve mathematics education programs. Participants will share experiences, insights, and what they have learned through the preparation and submission process.

Session Number 48 **Salon G***Jobs in Higher Education for Mathematics Educators: An Update*

Robert Reys, University of Missouri

There has been a shortage of doctorates in mathematics education entering positions in higher education. This session will provide an update based upon a follow-up survey of over 90 institutions that were searching for doctorates in mathematics education for 2005-06.

Session Number 49 **Salon H***Problem Solving in Field Experiences with Preservice Teachers*

Scott Chamberlin, University of Wyoming

This discussion will focus on how pre-service teachers' concept of mathematical problem solving changed by implementing a problem-solving unit with 3rd/4th and 5th/6th grade gifted math students. In addition, pre-service teacher learning in problem solving, content, and pedagogy will be discussed.

Session Number 50 **Livorno/Marbella***Year Long Planning Assignments: Issues and Challenges for Secondary Mathematics Teachers*

Gladis Kersaint, University of South Florida
 Denisse Thompson, University of South Florida

How do we prepare prospective teachers to incorporate technology and communication (e.g., reading, writing) throughout the year in meaningful ways? This session will describe our experiences in engaging secondary teachers in year-long planning including lessons we have learned and challenges we have faced over several years.

Session Number 51 **Genoa***Connecting Preservice Teacher Education to Inservice Teacher Development*

Donna Diaz, Clemson University

We will share how a school district and local university are collaborating to connect pre-service teacher education to inservice teacher development.

Session Number 52 **Kalamata***Using Video Cases to Develop Reflective Practice*

Shari Stockero, Western Michigan University
 Laura Van Zoest, Western Michigan University

After setting the context for our investigation of using video case materials with pre-service mathematics teachers to stimulate deeper reflective practice, session participants will watch and discuss an excerpt of pre-service teachers interacting with video materials. The session will end with an overview of results from the broader study.

Session Number 53**Salon A***Recognizing the Mathematical Knowledge for Teaching Geometry in a Professional Development Context*

Bob Allen, University of Georgia
 Stephen Bismarck, University of Georgia

Using data from the 2003 Summer Institute sponsored by the Center for Proficiency in Teaching Mathematics, we will begin to describe the mathematical knowledge needed for engaging inservice geometry teachers in geometrical explorations. We invite audience members to critique and comment on our work.

Session Number 54**Salon B***An Iterative and Adaptive Approach to Professional Development*

Edward Silver, University of Michigan
 Alison Castro, University of Michigan
 Charalambos Charalambous, University of Michigan

A basic premise of good professional development is that it should model and reflect the pedagogy of good instruction. In this session we will illustrate how an iterative, adaptive approach to professional development can enable one to achieve predetermined goals while also attending to emergent professional development needs of teachers.

Session Number 55**Salon C***Simulating the Struggles of Learning Elementary Mathematics: Helping Preservice Teachers Understand their Diverse Students*

Kathy Morris, Sonoma State University

Adults often struggle to understand why elementary mathematics is so difficult for many students. This session focuses on the use of simulations in an elementary mathematics methods course to foster understandings of challenges faced by struggling students, children with disabilities, and English Language Learners while simultaneously enhancing pre-service teachers' pedagogy.

Session Number 56**Salon G***Documents Influencing the Changing Mathematics Curriculum: Resources from the Center for the Study of Mathematics Curriculum*

Chris Hirsch, Western Michigan University
 Steve Ziebarth, Western Michigan University
 Robert Reys, University of Missouri

For over 100 years, documents have emerged from different professional organizations, special conferences, and special reports that have influenced the K-12 mathematics curriculum. This session will demonstrate a website that provides a collection of resources to support faculty involved with helping students learn about the evolution of school mathematics curriculum.

Session Number 57**Salon H***Development and Utilization of Observation Instruments for Secondary Mathematics Preservice Teachers*

Mary Colleen Dunn, University of Virginia
 Jeffrey J. Steckroth, University of Virginia
 Joe Garofalo, University of Virginia

This session will share two instruments, developed through funded projects, to assess preservice secondary teachers' classroom performance. One is a generic, quantitative instrument assessing classroom interactions. The other is a mathematics-specific, qualitative instrument providing feedback on instruction. The session will illustrate each instrument using real data and include group discussion.

Session Number 58**Livorno/Marbella***Infusing Technology into a New Design for Pre-Service Secondary Mathematics Teacher Preparation*

Douglas Lapp, Central Michigan University
 Charles Vonder Embse, Central Michigan University

This session describes a new program design for pre-service secondary mathematics teachers funded by the National Science Foundation. In particular, we will discuss how technology is infused into this program linking both mathematical and pedagogical content knowledge

Session Number 59**Genoa***Enhancing Preservice Secondary Mathematics Teachers' Understanding of Limits through the Use of Dynamic Sketches*

Beth Cory, Sam Houston State University

This session focuses on preservice teachers' understanding of limits and how interactive dynamic sketches can deepen their understanding of the formal definitions of limit, both of sequences and functions. Preservice teachers' misconceptions about limits, their interactions with the sketches, examples of growth, and teaching implications will be discussed

Session Number 60**Kalamata***Supporting Teacher Educators in the Use of Video Case Studies on Inclusion in Elementary Math Classrooms*

Babette Moeller, Education Development Center
 Marvin Cohen, Bank Street College

We will demonstrate examples of video case studies and learning experiences that are designed to help teachers learn about inclusion in elementary math classrooms. We will discuss how we are designing print materials and professional development experiences to prepare and support teacher educators for facilitating the implementation of these materials.

Salon D
5:00 – 6:30

Session Number 61

Preparing Elementary Teachers: The Role of Reasoning about Numbers and Quantities

Judith Sowder, San Diego State University

For many, if not most, teachers, word problems and fractions are the most dreaded topics in the elementary curriculum. Teachers can become confident about teaching these topics if, in their preparation for teaching, they encounter ways of thinking and reasoning about problem situations and about operations on fractions. Examples of tasks that lead to these types of reasoning and video clips of both teachers and children demonstrating (and not demonstrating) appropriate reasoning will be the focus of this presentation.

Dinner
Salon E
6:30 p.m. – 8:00 p.m.

Overview of Saturday Morning, January 28, 2006

	8:00–9:30	9:45–10:15	10:30–11:00	11:15–12:15
Salon A	62. Redesigning secondary teacher preparation: Connecting content and pedagogy -- Manouchehri, Lapp, St. John, Enderson	71. The journey to becoming a middle level mathematics teacher: The road from methods course to first year -- Cooper	80. The Adopt-A-Professor program – Wolff, Munaka	89. Strengthening the content understanding of teachers through pedagogical explorations -- Enderson, Manoucheri, D'Ambrosio, Chappell, Beckmann
Salon B	63. What can teachers learn from the National Assessment of Educational Progress (NAEP)? - - Lambdin, Morge, Arbaugh	72. Meeting the needs of English Language Learners in math classrooms -- Jasper, Taube	81. Through the eyes of literacy -- Peterson	90. The culture of mathematical power and teacher education: Promoting mathematics learning by explicitly teaching the rules -- Macomber, Rosenthal, Amiri
Salon C	64. The teaching simulator: Teaching experiences for preservice mathematics teachers before student teaching – Copes, Lewis.	73. The impact of content courses on teachers' mathematical knowledge for teaching -- Magner, McMillen	82. Considering the development of teacher leaders - - Gojak	91. What mathematics do middle school teachers know? -- Brown, Bush, McGatha
Salon D	Seven Mini-Sessions. Review posters and pick three to see			92. The NSF Teacher Professional Continuum Program in FY 2007-- Royster
Salon F	65. A rich problem and its potential for mathematical knowledge for teaching -- Flowers, Rubenstein	74. The CROSSROADS project: Staff development for meaningful mathematics instruction -- Wiles, Melillo	83. Teaching proof through puzzles -- Beckmann, Thompson	93. Implementing technology in the mathematics curriculum: Experiences of pre-service and in-service elementary teachers -- Lamb, Franz
Salon G	66. Incorporating applications (Apps) on the TI-84 into the mathematics -- Crocker, O'Neal	75. TI-Interactive: An action on objects approach to learning -- Bos	84. Developing and implementing a technology pedagogical content knowledge (TPCK) for teaching mathematics with technology -- Suharwoto, Neiss	94. Building partnerships between school districts and a university to increase equity and access -- Gawronski, Dye, Klass, Payne-Aguilar, Vik
Salon H	67. TEAM-Math: The making of a partnership between mathematics educators, mathematician, and K-12 - school personnel -- Martin, Struchens, Stuckwisch, Qazi, Washburn, Painter	76. Explaining algorithms: What do pre-service teachers need to know? -- Andreasen, Roy, Dixon	85. A different slice of practice: Helping preservice teachers navigate the complexities of teaching mathematics through routine engagement in high leverage tasks of teaching -- Sleep, Boerst	95. Examining state-level mathematics curriculum frameworks: What is the national number and operation curriculum in the US? -- Reys, Dingman, Olson, Sutter, Teuscher
Livorno & Marbella	68. Using defining moments in mathematics classrooms to inform teacher education -- Wilson, Heid, Shimuzu, Hembree, Allen	77. Mathematics tasks as a vehicle to help teachers become reflective practitioners -- Burrill, Ronau	86. Using problem posing as a vehicle for changing elementary teachers' beliefs about mathematics and mathematics teaching – Barlow, Cates	96. Developing students' motivation in mathematics: Effective strategies for use with teachers and their students -- Gilbert, Friedel, Karabenick
Genoa	69. The mathematical preparation of middle school teachers: Combining content, student, curricular, and teacher perspectives -- Barker, Papick, Townsend, Ross	78. Assessing change in pre-service teachers' beliefs in an elementary methods course -- Wilson	87. Effective instruction for English Language Learner: Professional development that integrates sheltered instruction and standard-based mathematics-- Bay-Williams, Shroyer	
Kalamata	70. A program for developing mathematics coaches -- Jacobs, Hughes	79. Examining middle school teachers' knowledge of number and algebra -- Capraro, Capraro	88. Using NSF-funded middle school materials in a University mathematics content course -- Berglund, Lutz	

Session Number 62**Salon A**

Redesigning Secondary Teacher Preparation: Connecting Content and Pedagogy

Azita Manouchehri, Central Michigan University
Douglas Lapp, Central Michigan University
Denny St. John, Central Michigan University
Mary Enderson, Middle Tennessee State University

We will report on activities of an NSF-funded project which aims to enhance the mathematical and pedagogical preparation of teachers by developing and implementing four new mathematics courses which combine content and pedagogy explorations. We will discuss the structure of the program, the content of each course, and research instruments we will use to measure growth among students completing the program.

Session Number 63**Salon B**

What Can Teachers Learn from the National Assessment of Educational Progress (NAEP)?

Diana Lambdin, Indiana University
Shelby Morge, Indiana University
Fran Arbaugh, University of Missouri-Columbia

This session will engage teacher educators in examining NAEP test items and national data on student performance in mathematics, using in-press professional development materials (NCTM). The materials include a manual and CD offering numerous interchangeable workshop options and NAEP student work samples.

Session Number 64**Salon C**

The Teaching Simulator: Teaching Experience for Preservice Mathematics Teachers Before Student Teaching

Larry Copes, Institute for Studies in Educational Mathematics
Joan Lewis, Key Curriculum Press

Our electronic Teaching Simulator enables users to explore consequences of decisions made in a variety of teaching situations. In a methods course constructed around these simulations, preservice teachers can gain an understanding of content and of students that otherwise might take years to acquire.

Session Number 65**Salon F**

A Rich Problem and its Potential for Mathematical Knowledge for Teaching

Judith Flowers, University of Michigan Dearborn
Rheta Rubenstein, University of Michigan Dearborn

What are rich mathematical tasks for future elementary or middle school teachers? How do such tasks contribute to teachers' mathematical knowledge for teaching? How can we help ourselves better identify, generate, and navigate such learning tasks for future teachers?

Session Number 66**Salon G**

AMTE Annual Meeting 2006

Incorporating Applications (Apps) on the TI-84 into the Mathematics Classroom.

Deborah Crocker, Appalachian State University
Judy O'Neal, North Georgia College and State University

More and more applications (Apps) are being developed that can be downloaded to the TI-84 graphing calculator to expand its capabilities. These applications can be used to enhance the mathematics classroom in various ways. Teachers should be aware of these applications, their capabilities and ways to use them effectively. This will be a hands-on session to become familiar with these applications and their capabilities.

Session Number 67**Salon H**

TEAM-Math: The Making of a Partnership Between Mathematics Educators, Mathematicians, and K-12 School Personnel

W. Gary Martin, Auburn University
Marilyn Strutchens, Auburn University
Stephen Stuckwisch, Auburn University
Mohammed Qazi, Tuskegee University
Nancy Washburn, Alexander City Schools
John Painter, Lee County Schools

TEAM-Math (Transforming East Alabama Mathematics) is a National Science Foundation-funded Math-Science Partnership (MSP) involving a partnership of 12 school districts, two universities with very different traditions, and mathematicians and mathematics teacher educators working together to improve mathematics education across the educational system. This session will outline some of the opportunities and challenges in forging such a partnership.

Session Number 68**Livorno/Marbella**

Using Defining Moments in Mathematics Classrooms to Inform Teacher Education

Patricia S. Wilson, University of Georgia
Kathleen Heid, Penn State University
Jeanne Shimuzu, Penn State University
Dennis Hembree, University of Georgia
Bob Allen, University of Georgia

Presenters will introduce a vignette that captures a defining moment from a high school mathematics lesson and a variety of pathways that extend the lesson. Participants will work on creating pathways for a set of defining moments and will explore uses of vignettes in courses and activities for mathematics teachers.

Session Number 69**Genoa**

The Mathematical Preparation of Middle School Teachers: Combining Content, Student, Curricular, and Teacher Perspectives

David Barker, University of Missouri-Columbia
Ira Papick, University of Missouri-Columbia
Brian Townsend, University of Northern Iowa
Dan Ross, University of Missouri-Columbia

The presenters will address the question, "What mathematics do teachers need to know to be able to teach algebraic generalization?" from the perspectives of mathematics, student thinking, curriculum, and classroom practice. An example of how these perspectives interact to inform the preparation of middle school teachers will be discussed.

Session Number 70**Kalamata**

A Program for Developing Mathematics Coaches

Judith Jacobs, California State Polytechnic University—Pomona
Sandra Hughes, California State Polytechnic University—Pomona

Come learn about a structured, incremental program for developing mathematics coaches. Share with us how you have prepared coaches or the problems schools have in using coaches. Together we can identify the key ingredients in successful programming that replace the "Poof you're a coach. Go do it" approach that many schools and districts use.

Mini-Session Number 7**Salon D**

Professional Development Model: Coaching/Mentoring in the Elementary Mathematics Classroom

Lynn Columba, Lehigh University

This presentation documents a coaching/mentoring professional development model implemented in an elementary urban school to initiate best practices in mathematics instruction. Various factors will be discussed that differentiate this model from other traditional models of professional development. The roles of the principal, the mathematics educator, and the teacher will be explored.

Mini-Session Number 8**Salon D**

Middle Grades and Secondary Mathematics Teachers Rediscover Functions through a Caterpillar's Path, Mapping Diagrams, and 3-D Representations

Mary Garner, Kennesaw State University

Three open-ended activities will be presented that were designed to engage practicing middle grades and secondary mathematics teachers in deepening and extending their knowledge of functions and provide them with the experience of using technology to learn mathematics.

Mini-Session Number 9**Salon D**

Teachers as Leaders and Learners (TALL)

Cathy Liebars, The College of New Jersey

TALL is a unique professional development partnership between The College of New Jersey and the Trenton Public Schools. Information about the Professional Specialization program for middle school math teachers and the Professional Development School partnerships will be provided.

Mini-Session Number 10**Salon D**

Math Camp: A Summer Field Experience for Elementary Pre-service Educators

Suzanne Nesmith, Wayland Baptist University

Field experiences are an important element of methodology courses because of their ability to allow apprenticeships for pre-service teachers. University courses offered during the summer, when elementary-age students are no longer in the traditional classroom setting, offer a unique opportunity to create a nontraditional summer-camp-style format.

Mini-Session Number 11**Salon D**

Using the Levels of Teaching and Learning as an Interpretive Framework for Mathematics Methods

Enrique Ortiz, University of Central Florida

We will discuss the advantages of using different teaching and learning cognitive levels (concrete, representational and abstract) to facilitate the analysis of mathematics learning sequences, and as an interpretive framework for the development of mathematics instructional methods. The concrete level involves the use of manipulative materials or objects, the representational level involves the use of pictures or drawings of the objects or manipulative materials, and the abstract level involves the use of words, written symbols, sign language or Braille (without using manipulative materials, objects, pictures or drawings) to model abstract thinking.

Mini-Session Number 12**Salon D**

Promoting Examination of Beliefs about the Teaching and Learning of Mathematics in Pre-service Teachers

Patricia Jaberg, University of Wisconsin- Stevens Point

This session will focus on a series of tasks used in a methods course. These tasks were designed to provoke reflection by pre-service teachers in relation to their beliefs and perceptions related to both the teaching and learning of mathematics. Sample responses to the tasks will be provided.

Mini-Session Number 13**Salon D**

Professional Development Supporting Teachers in Developing Technology Pedagogical Content Knowledge

Kwang Ho Lee, Oregon State University
Gogot Suharwoto, Oregon State University

Spreadsheets have potential to support learning mathematics. What about the teachers? This professional development program focused on improving the teachers' technology PCK for teaching with spreadsheets. This session reports the results of the teachers' redesigning and teaching mathematics with spreadsheets

Session Number 71 Salon A

The Journey to Becoming a Middle Level Mathematics Teacher: The Road from Methods Course to First Year

Sandi Cooper, Texas Tech University

The first year of teaching is a significant period of developmental growth. What about the time between methods courses, student teaching, and first year of teaching? In this presentation, results will be shared from a study that focused on this journey from methods course through the first year of teaching.

Session Number 72 Salon B

Meeting the Needs of English Language Learners in Mathematics Classrooms

Bill Jasper, Sam Houston State University
Sylvia Taube, Sam Houston State University

We will disseminate the processes and outcomes of a state-funded project aimed at meeting the needs of English Language Learners (ELL) in mathematics (Gr. 3-11) in Texas. Teaching guides modeling best practices will be shared.

Session Number 73 Salon C

The Impact of Content Courses on Teachers' Mathematical Knowledge for Teaching

Jodelle Magner, Buffalo State College
Susan McMillen, Buffalo State College

Results from a study of the effectiveness of MSP grant-funded courses designed to deepen teachers' mathematical knowledge for teaching will be presented. The 200 participating teachers are from a high need urban district and took the courses in preparation for implementing a standards-based curriculum. Research insights and findings from the first year of implementation will be shared.

Session Number 74 Salon F

The CROSSROADS Project: Staff Development for Meaningful Mathematics Instruction

Kathleen Wiles, Walsh University
Judith Melillo, Kent State University

This session describes the development and implementation of a teacher re-training project funded by the Ohio Board of Regents intended to cultivate deep student learning of mathematics concepts through strategic teaching and testing.

Session Number 75 Salon G

TI-InterActive: An Action on Objects Approach to Learning

Beth Bos, University of Houston

The capabilities of TI InterActive software create an interactive computer environment with TI graphing calculator functionality that provides a format for developing mathematical objects that when manipulated lead to deeper understanding of mathematical concepts. To study how TI InterActive affects learning, a study was conducted within a large Houston suburban high school.

Session Number 76 Salon H

Explaining Algorithms: What Do Preservice Teachers Need to Know?

Janet Andreasen, University of Central Florida
George Roy, University of Central Florida
Juli Dixon, University of Central Florida

This session will highlight preservice teachers' development of understanding of alternative algorithms for whole number operations as part of a classroom teaching experiment. Video segments of explanations and justifications will be included with discussion of the mathematical understandings revealed.

Session Number 77 Livorno/Marbella

Mathematics Tasks as a Vehicle to Help Teachers Become Reflective Practitioners

Gail Burrill, Michigan State University
Robert Ronau, University of Louisville

Mathematics tasks as a vehicle to help teachers become reflective practioners.

Session Number 78 Genoa

Assessing Change in Preservice Teachers' Beliefs in an Elementary Mathematics Methods Course

Andrew Wilson, Austin Peay State University

The results of a recent research project will be shared with participants. Elementary preservice teachers used modular media cases to learn about mathematics learning and teaching. Their beliefs were assessed (pre and post) using a web-based survey that incorporated video and specific situations of children's thinking.

Session Number 79 Kalamata

Examining Middle School Teachers' Knowledge of Number and Algebra

Mary Margaret Capraro, Texas A and M University
Robert M. Capraro, Texas A and M University

Teachers' algebra and number problem tasks and short classroom video clips will be shared as participants use a rubric to determine if these teachers "understand deeply the mathematics they are teaching" (Mewborn, 2003) and have the mathematical knowledge that is "usable in the practice of teaching"(Ball, 2003).

Session Number 80**Salon A***The Adopt - A - Professor Program*

Ken Wolff, Montclair State University
Mika Munakata, Montclair State University

The Adopt-A-Professor program supports collaboration of university mathematics and science faculty with a small group of teachers from the same school. Faculty members make monthly visits to the school and work with teachers and their students. This presentation will share the experiences and recommendations of two adopted professors.

Session Number 81**Salon B***Through the Eyes of Literacy*

Winnie Peterson, Kutztown University

The Penn Literacy Network (PLN) provides a literacy framework easily related to mathematics instruction. Incorporating the NCTM Standards within this larger framework in high school mathematics instruction is the focus of a three-year professional development partnership. The PLN framework, sample mathematics strategies, and experiences of year one of the partnership will be shared.

Session Number 82**Salon C***Considering the Development of Teacher Leaders*

Linda Gojak, National Council of Supervisors of Mathematics

In today's educational climate, the importance of the voice and perspectives from the mathematics classroom (K-12) must be considered. As we work with in-service teachers we must consider the role of the teacher as leader. How can mathematics educators and professional developers encourage teachers to take on this role?

Session Number 83**Salon F***Teaching Proof through Puzzles*

Charlene Beckmann, Grand Valley State University
Denisse Thompson, University of South Florida

Proof is a difficult topic. The activities to be shared in this session are designed to help secondary preservice teachers ease their own students into direct and indirect reasoning leading to proof while strengthening their own understanding of proof techniques.

Session Number 84**Salon G***Developing and Implementing a Technology Pedagogical Content Knowledge (TPCK) for Teaching Mathematics with Technology*

Gogot Suharwoto, Oregon State University
Maggie Niess, Oregon State University

A year-long teacher preparation program integrating teaching with technology adapts four components of PCK to describe technology-enhanced PCK (TPCK). Student teachers' TPCK development is examined in a multidimensional program integrating teaching and learning mathematics with technology throughout the program. Case studies identify the difficulties and successes in molding their TPCK throughout the program.

Session Number 85**Salon H***A Different Slice of Practice: Helping Preservice Teachers Navigate the Complexities of Teaching Mathematics through Routine Engagement in High-leverage Tasks of Teaching*

Laurie Sleep, University of Michigan Center for Proficiency in Teaching Mathematics (CPTM) and Learning Mathematics for Teaching Project
Timothy Boerst, Jane Adams Elementary, South Redfore Schools

In this session, we share efforts to help pre-service teachers learn to design for and engage in high-leverage "slices" of mathematics teaching. Slices such as utilizing a warm-up problem or correcting an assignment were developed to provide beginning teachers with routine opportunities to practice doing the actual teaching by decomposing practice into learnable segments that retain fidelity to the work of teaching.

Session Number 86**Livorno/Marbella***Using Problem Posing as a Vehicle for Changing Elementary Teachers' Beliefs about Mathematics and Mathematics Teaching*

Angela Barlow, University of West Georgia
Janie Cates, Douglas County Schools

Presenters will share the amazing results of a year-long staff development project which focused on incorporating problem posing in elementary classrooms. Survey results, teacher written responses, and sample student work will be used to demonstrate the impact problem posing had on instructional behavior and beliefs about mathematics and mathematics teaching.

Session Number 87**Genoa**

Effective Instruction for English Language Learners: Professional Development that Integrates Sheltered Instruction and Standards-based Mathematics

Jennifer Bay-Williams, Kansas State University
M. Gail Shroyer, Kansas State University

This session will share effective professional development ideas that integrate the Sheltered Instruction Observation Protocol (SIOP) and Standards-based mathematics. Sample teacher-created lessons that outline SIOP strategies will be shared.

Session Number 88**Kalamata**

Using NSF-Funded Middle School Materials in a University Mathematics Content Course

Jorgen Berglund, California State University - Chico
Mike Lutz, California State University - Bakersfield

The presenters designed a mathematics content course for prospective elementary teachers using exemplary NSF-funded middle school curricula. A pre and post-survey was used to assess changes in students' perceptions and attitudes and data on grades in subsequent mathematics courses were collected. The presenters will share the results of this experiment and open the floor to a discussion of its implication.

Notes

Session Number 89**Salon A***Strengthening the Content Understanding of Teachers Through Pedagogical Explorations*

Mary Enderson, Middle Tennessee State University
 Azita Manouchehri, Central Michigan University
 Beatriz D'Ambrosio, Miami University
 Michael Chappell, Middle Tennessee State University
 Charlene Beckmann, Grand Valley State University

This session will present various ways in which the presenters engage preservice teachers in mathematical learning through the use of explorations that focus on pedagogical analysis of teaching actions and student thinking. Student work will be shared to help identify decisions instructors make in teaching methods and content courses.

Session Number 90**Salon B***The Culture of Mathematical Power and Teacher Education: Promoting Mathematics Learning by Explicitly Teaching the Rules*

Angia Macomber, Taylor University
 Bill Rosenthal, Hunter College
 Leila Amiri, University of South Florida

Drawing on Lisa Delpit's "culture of power," we contend that there is a culture of mathematical power whose rules must be explicitly taught to persons who grow up outside of it. This session explores the need to explicitly teach teachers and students to behave, speak, and think like mathematicians.

Session Number 91**Salon C***What Mathematics Do Middle School Teachers Know?*

Todd Brown, University of Louisville
 Bill Bush, University of Louisville
 Maggie McGatha, University of Louisville

This session will present the results from the diagnostic mathematics assessments for middle school teachers. Explanations of the process for obtaining validity along with internal and equivalency reliability will be reported. Finally, implications of the assessment results and next step research will be discussed.

Session Number 92**Salon D***The NSF Teacher Professional Continuum Program in FY 2007*

David C. Royster, National Science Foundation

The NSF Teacher Professional Continuum Program has changed and moved from the Teacher Enhancement program of the past. What is the future of this program and where is the NSF going with mathematics and science education in FY 2007? This is a chance to ask questions about the programs in the Elementary, Secondary, and Informal Education division at NSF.

Session Number 93**Salon F***Implementing Technology in the Mathematics Curriculum: Experiences of Pre-service and In-service Elementary Teachers*

John Lamb, Mississippi State University
 Dana Franz, Mississippi State University

This presentation will discuss the results from a five week session implementing The Geometer's Sketchpad® and various interactive websites with pre-service and in-service elementary teachers. Participants will explore at least three internet websites and experiment with numerous applications of The Geometer's Sketchpad®. Activity handouts and lesson plans will be provided.

Session Number 94**Salon G***Building Partnerships Between School Districts and a University to Increase Equity and Access*

Jane Gawronski, San Diego State University
 Linda Dye, San Diego State University
 Steve Klass, San Diego State University
 Karen Payne-Aguilar, San Diego State University
 Tanya Vik, San Diego State University

This session will describe essential elements in developing successful professional development partnerships between universities and school districts to increase students' mathematics understanding and achievement. We will share examples of programs and informational materials that we developed collaboratively with district partners.

Session Number 95**Salon H**

Examining State-level Mathematics Curriculum Frameworks: What is the National Number and Operation Curriculum in the US?

Barbara Reys, University of Missouri
Shannon Dingman, University of Missouri
Travis Olson, University of Missouri
Angie Sutter, University of Missouri
Dawn Teuscher, University of Missouri

This session will report findings of an analysis of state-level curriculum documents that describe K-8 grade-level learning expectations. Many of these documents have been developed in the past 2-3 years, in part, as a result of NCLB legislation. To what extent are the grade level learning expectations within the Number and Operation strand consistent across states?

Session Number 96**Livorno/Marbella**

Developing Students' Motivation in Mathematics: Effective Strategies for Use with Teachers and Their Students -- Using APPS (Applications) on the New TI-84+SE Graphing Calculator

Melissa Gilbert, University of Michigan
Jeanne Friedel, University of Michigan
Stuart Karabenick, University of Michigan

This session focuses on facilitating mathematics teachers' knowledge and implementation of instructional strategies for developing and supporting diverse students' motivation to enhance interest, persistence, and achievement in mathematics. We report on a successful workshop that combined collaborative tasks and classroom data to effect changes in teachers' practice and students' motivation.

Saturday, January 28, 2006**12:30 – 1:45 p.m.****Lunch****Salon E, Garden Court, Genoa, & Kalamata**

Overview of Saturday Afternoon, January 28, 2006

	1:30–2:00	2:15–2:45
Salon A	97. Preparing elementary preservice teachers to use mathematics curriculum materials – Castro	104. The Missouri elementary mathematics leadership academy -- Goodman, Campbell
Salon B	98. Exploring key algebraic ideas to improve teaching practices in elementary and middle school -- Dobrynina	105. Pre-service teachers understanding of data representation: Connecting mathematics and science methods courses to enhance learning -- Roth McDuffie
Salon C.	99. A summer mathematics teacher academy: Closing the gap between pre-service and in-service teachers -- Pickreign, Howard, Rogers	106. Changing the face of a college mathematics classroom: The collaboration of a mathematician and a mathematics educator -- Nelson, Pittman
Salon F	100. Using ON-Math – Hollerbrands	107. The Colorado Lesson Study Project -- Gerretson, Bruckhart
Salon G	101. Implementing Lesson Study as a professional development tool -- Fredericks, VanCleave	108. Examining mathematics content knowledge for conceptual teaching -- Silverman, Thompson
Salon H	102. Algebra I for All - A successful partnership – Ferguson	109. Algebraic pedagogical content knowledge of secondary teachers -- Black
Livorno & Marbella	103. The use of reflective journals for understanding and improving elementary pre-service teachers' attitudes toward mathematics -- Schachow	110. A new and improved secondary methods course – Hegeman, Dorsey

Closing Session
Salon D
3:00 – 4:00 p.m.

Business Meeting
Salon D
4:00 – 5:00 p.m.

Session Number 97 Salon A

Preparing Elementary Preservice Teachers to Use Mathematics Curriculum Materials

Alison Castro, University of Michigan

Learning how to use mathematics curriculum materials to create learning opportunities is, arguably, an important part of the work of teaching. In this session, we will discuss our efforts at integrating work around curriculum materials into mathematics content and methods courses for elementary preservice teachers.

Session Number 98 Salon B

Exploring Key Algebraic Ideas to Improve Teaching Practices in Elementary and Middle School

Galina Dobrynina, Wheelock College

Presenters will demonstrate how the Summer Content Institute on algebraic thinking promotes knowledge of key algebra concepts and processes of elementary and middle school teachers and improved teaching practices. Participants will assess the cooperative design model of the institute and experience selected problem-solving activities.

Session Number 99 Salon C

A Summer Mathematics Teachers Academy: Closing the Gap Between Preservice and Inservice Teachers

Jamar Pickreign, SUNY at Fredonia
 Keary Howard, SUNY at Fredonia
 Robert Rogers, SUNY at Fredonia

Presenters will share reflections and activities from this summer's experience for grades 5-12 teachers of mathematics. The purpose of this academy is to further develop inservice teachers' ability to make mathematics meaningful. Case studies of select teachers' progress through the academy will be used as a catalyst for discussion.

Session Number 100 Salon F

Using ON-Math

Karen Hollebrands, North Carolina State University

Implementing ideas from ON-Math for preparing teachers to teach mathematics with technology. Activities from ON-Math appropriate for prospective and inservice teachers will be demonstrated and information from Editorial Panel members about writing for the journal will be provided.

Session Number 101 Salon G

Implementing Lesson Study as a Professional Development Tool

Julie Fredericks, Linfield College
 Martha VanCleave, Linfield College

Lesson study is a powerful tool that helps teachers understand student thinking about mathematical ideas and tailor their teaching to best meet the needs of their students. In this session we will present the framework for conducting lesson study, discuss the challenges of setting up a lesson study group and the solutions that we found to combat these setbacks, and discuss the desired and observed outcomes of our lesson study experience and why we think it is a beneficial professional development tool.

Session Number 102 Salon H

Algebra I for All – A Successful Partnership

Barbara Ferguson, Kennesaw State University

An overview of a successful partnership with an urban high school will be described. The results gathered for the past two years clearly show that Algebra I can be successfully taught to all ninth graders.

Session Number 103 Livorna/Marbella

The Use of Reflective Journals for Understanding and Improving Elementary Preservice Teachers' Attitudes Toward Mathematics

Joy Schackow, University of South Florida

Studies show that many preservice elementary teachers have negative attitudes toward mathematics. Improving these attitudes should be a main concern of teacher educators. In this study, reflective journals provided data about experiences that have led to the development of these attitudes as well as a possible means of improving them.

Session Number 104

Salon A

The Missouri Elementary Mathematics Leadership Academy - Enhancing K-5 Teachers' Content Understanding

Terry Goodman, Central Missouri State University
 Larry Campbell, Southwest Missouri State University

This session will provide an overview of an MSP sponsored professional development project. Topics discussed will include need for the Academy, role of master teachers in developing the Academy, development of number and operations content lessons, results from the first year of the Academy, and future plans for the project.

Session Number 105

Salon B

Preservice Teachers' Understandings of Data Representation: Connecting Mathematics and Science Methods Courses to Enhance Learning

Amy Roth McDuffie, Washington State Univ. Tri-Cities

This session discusses research on a project designed to strengthen preservice teachers' knowledge for teaching data representation as part of K-8 mathematics and science methods courses. Preservice teachers' knowledge and learning about data, the efficacy of the project in promoting their learning, and implications for teacher education will be presented.

Session Number 106

Salon C

Changing the Face of a College Mathematics Classroom: The Collaboration of a Mathematician and a Mathematics Educator

Mary Nelson, Colorado University - Boulder
 Mary Pittman, Colorado University - Boulder

This workshop will explore a collaboration between a mathematician and a mathematics educator in a content course for middle school algebra teachers, and the impact on the mathematician in her subsequent teaching of calculus.

Session Number 107

Salon F

The Colorado Lesson Study Project

Helen Gerretson, University of South Florida
 Glenn Bruckhart, Colorado Department of Education

To improve teaching, the classroom is the most effective place for professional development, in that teachers at any level of skill can reflect on the workshop activities to implement change. We describe the processes of the project and the effect of the professional development using Lesson Study as the medium.

Session Number 108

Salon G

Examining Mathematics Content Knowledge for Conceptual Teaching

Jason Silverman, St. Joseph's University
 Patrick Thompson, Arizona State University

In this session, we discuss our work that examines a group of pre-service teachers' participation in a study designed to understand the influence of pre-service teachers' particular understandings of mathematics content on their school-based teaching practices.

Session Number 109

Salon H

Algebraic Pedagogical Content Knowledge of Secondary Teachers

Joy Black, University of West Georgia

The session will be used to provide results of an analysis of research conducted with secondary teachers participating in a Multi-District Mathematics Systematic Improvement Program in an attempt to evaluate their algebraic content knowledge as well as their pedagogical content knowledge.

Session Number 110

Livorna/Marbella

A New and Improved Secondary Mathematics Methods Course

Jennifer Hegeman, Missouri Western State University
 Angela Dorsey, Central High School, St. Joseph, MO

After several years of experimentation, the lead speaker, in collaboration with a high school mathematics teacher/department chairperson, has finally structured a secondary mathematics methods course with which she feels comfortable. This session will begin with a description of the course and its components, followed by participant questions and reactions.

Closing Session

Salon D, 3:00 – 4:00 p.m.

Session Number 111

NCTM's Standards for the Mathematics Teaching Profession Then and Now: The History, Landscape, and Content of a Living Document

Tami Martin, Illinois State University
Glenda Lappan, Michigan State University
William Speer, University of Nevada – Las Vegas

Originally published in 1991, NCTM's *Professional Standards for Teaching (PST) Mathematics* attempted to characterize both high quality mathematics teaching and the support structure that was required to promote and sustain it. Twelve years after publication, updates to the field of mathematics education, including publication of the *Principles and Standards for School Mathematics* (NCTM, 2000), prompted the NCTM Board of Directors to appoint a task force to update the PST. The document's changes as well as its consistent messages will be presented. Questions are invited.

AMTE Business Meeting

Salon D, 4:00 – 4:45 p.m.

**Come Learn About What AMTE is Doing
and
How You Can Get Involved**

**Presiding: Sid Rachlin, East Carolina University
President, AMTE**

Note:

Door prizes (Browsing Room materials) will be distributed at the end of the Business Meeting.



AMTE 2006 Annual Conference

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 Wolff, Ken, wolffk@mail.montclair.edu, 80
 Wolffe, Robert, rjwolffe@bradley.edu, MS5
 Zbeik, Rose, mz101@psu.edu, PS
 Ziebarth, Steve, steven.ziebarth@wmich.edu, 56

AMTE Committees for 2005 – 2006

STANDING COMMITTEES

Technology

Tasks: Recommends policy related to the AMTE website, NTLLI, and technology issues.

Gary Martin, Auburn University, AL; **Board Liaison:** martinwg@mail.auburn.edu

2005-2007

Maggie Niess, Oregon State University, OR; **Chair:** niessm@ucs.orst.edu

Oscar Chavez, University of Missouri, MO; chavez@missouri.edu

Marcia Weinhold, Purdue University, IN; weinholdm@calumet.purdue.edu

2004-2006

Joe Garofalo, University of Virginia, VA; jg2e@virginia.edu

David Pugalee, University of North Carolina—Charlotte, NC; dkpugale@email.unc.edu

Shannon Driskell, University of Dayton, OH; Shannon.Driskell@notes.udayton.edu

Membership

Tasks: Works on issues associated with AMTE membership, including benefits of membership and increasing the number of members (e.g., attract members from our affiliate organizations).

Mark Klespis, Sam Houston State University, TX; **Board Liaison:** Klespis@shsu.edu

2005-2007

Tim Hendrix, Meredith College, NC; Chair: hendrixt@meredith.edu

Paola Sztajn, University of Georgia, GA; pstajn@uga.edu

Travis Olson, University of Missouri-Columbia, MO; taox9c@mizzou.edu

2004-2006

Damon Bahr, Utah Valley State College, Orem, UT; bahrda@uvsc.edu

Fran Arbaugh, University of Missouri, MO; arbaughe@missouri.edu

Victoria Bill, University of Pittsburgh, PA; vbill@pitt.edu

Organization Connections Committee

Tasks: Formalizes and extends relationships with other professional societies and promotes support for and communication with AMTE Affiliated Groups.

Susann Mathews, Wright State University, Dayton, OH; **Board Liaison;**

susann.mathews@wright.edu

2005-2007

Barbara Dougherty, University of Mississippi, MS; **Chair:** bdougher@olemiss.edu

Kathryn Chval, University of Missouri – Columbia, MO; chvalk@missouri.edu

Carol Marinas, Barry University, FL; drmarinas@yahoo.com

Robert Stein, California State University San Bernardino, CA; bstein@csusb.edu

Tamas Szabo, Weber State University, UT; tszabo@weber.edu

2004-2006

Clara Nosegbe, Georgia State University, GA; cnosegbe@gsu.edu

Constitution and Bylaws

Tasks: Revisits the constitution and by-laws making suggestions and changes as needed.

Nadine Bezuk, San Diego State University, San Diego, CA; Board Liaison;

nbezuk@mail.sdsu.edu

2004-2006

Bill Speer, University of Nevada – Las Vegas, NV. **Chair:** speerw@nevada.edu

Nominations and Elections

Tasks: Solicits nominations and compiles a slate of nominees; prepares the content for the ballot

Karen Karp, University of Louisville, KY; **Board Liaison;** karen@louisville.edu

2005-2006

Denise Mewborn, University of Georgia, GA; **Chair;** dmewbin@coe.uga.edu

Blake Peterson, Brigham Young University, UT; Peterson@mathed.byu.edu

DeAnn Huinker, University of Wisconsin-Milwaukee, WI; huinker@uwm.edu

Dave Coffey, Grand Valley State University, MI; coffeyd@gvsu.edu

Awards

Tasks: Solicits nominations and selects AMTE members for awards recognizing outstanding teaching, research, and service in mathematics teacher education.

Tom Bassarear, Keene State University, Keene, NH; **Board Liaison;** tbassare@keene.edu

2005-2007

Mary Garner, Kennesaw State University, Atlanta, GA; mgarner@kennesaw.edu

Hank Kepner, University of Wisconsin – Milwaukee, WI; kepner@uwm.edu

Kate Riley, California Polytechnic State University, San Luis Obispo, CA; kriley@calpoly.edu

Winnie Peterson, Kutztown State University, PA; wpeterso@kutztown.edu

2004-2006

Beatriz D'Ambrosio, Indiana University – Purdue University, IN; **Chair;** bdambro@iupui.edu

Jeffrey Wanko, Miami University – Oxford, Ohio; wankoji@muohio.edu

TASK FORCES

Doctoral Programs Task Force

Purpose: Gather common information from institutions of higher education related to their doctoral programs in mathematics education.

Barbara Pence, San Jose State University, CA; **Board Liaison;** pence@mathcs.sjsu.edu

Robert Reys, University of Missouri, MO; **Chair;** reysr@missouri.edu

Sandra Cooper, Texas Tech University, Lubbock, TX; sandi.cooper@ttu.edu

Tim Craine, Central Connecticut State University, New Britain, CT; crainet@ccsua.edu

Alfinio Flores, Arizona State University, Tempe, AZ; alfinio@asu.edu

Susan Gay, University of Kansas, Lawrence, KS; sgay@ku.edu, sgay@ukans.edu

Doug Owens, Ohio State University, Columbus, OH; owens.93@osu.edu

Bill Speer, University of Nevada - Las Vegas, Las Vegas, NV; speerw@nevada.edu

Mentoring Task Force

Purpose: to seek ways to mentor new faculty and doctoral students in teaching, scholarship, and professional responsibilities while networking with other mathematics teacher educators.

Nadine Bezuk, San Diego State University, San Diego, CA; **Board Liaison;**
nbezuk@mail.sdsu.edu

Gail Burrill, Michigan State University, East Lansing, MI; **Chair;** burrill@msu.edu

Tim Hendrix, Meredith College, hendrixt@meredith.edu

Judy Covington, Louisiana State University, jcovingt@pilot.lsus.edu

Chris Rasmussen, San Diego State University, chrisraz@sciences.sdsu.edu

Viji Sundar, California State University Stanislaus, VSundar@csustan.edu

Teaching Resources Task Force

Purpose: to identify essential readings in the field of mathematics teacher education and to communicate critical books, journals, and documents to the membership and other interested individuals.

Mary Margaret Shoaf, Baylor University, Waco, TX; **Board Liaison**; MM_Shoaf@baylor.edu
Susan Friel, University of North Carolina – Chapel Hill, NC; **Co-Chair**; sfriel@email.unc.edu
Peg Smith, University of Pittsburgh, PA; **Co-Chair**; pegs@pitt.edu
Tom Bassarear, Keene State University, NH; tbassare@keene.edu
M. Lynn Breyfogle, Bucknell University, PA; mbreyfog@bucknell.edu
Amy Roth McDuffie, Washington State University – Tri Cities, WA; mcduffie@tricity.wsu.edu
Kathy Morris, Sonoma State University, CA; Kathy.morris@sonoma.edu

Professional Teaching Standards Task Force

Purpose: to review and react to the initial draft of the NCTM Professional Teaching Standards.

Sid Rachlin, East Carolina University, NC; **Board Liaison and Chair**; rachlins@mail.ecu.edu
Susan Gay, University of Kansas, KS; sgay@ku.edu
Kathleen Lynch-Davis, Appalachian State University, NC; lynchrk@appstate.edu
Kathy Morris, Sonoma State University, CA; Kathy.morris@sonoma.edu
Jenny Bay Williams, Kansas State University, KS; jbay@ksu.edu

ANNUAL CONFERENCE COMMITTEES

Susan Gay, University of Kansas; **Conference Coordinator**; sgay@ku.edu, sgay@ukans.edu

2006 Annual Conference – Tampa, FL

Enrique Ortiz, University of Central Florida, FL; **Local Arrangements Chair**; Ortiz@mail.ucf.edu
Helen Gerretson, University of South Florida, FL; **Local Arrangements Chair**;
gerretson@tempest.coedu.usf.edu
Gladis Kersaint, University of South Florida, FL; **Program Chair**; kersaint@tempest.cocdu.usf.edu

2007 Annual Conference – Irvine, CA

Nadine Bezuk, San Diego State University, San Diego, CA; **Local Arrangements Chair**;
nbezuk@mail.sdsu.edu
Sandi Cooper, Texas Tech University, TX; **Program Chair**; sandi.cooper@ttu.edu

PUBLICATIONS

AMTE Monograph Series

Denisse Thompson, University of South Florida, FL; AMTE Monograph Series, General Editor;

Third Monograph

Kathleen Lynch-Davis, Appalachian State University, NC; **Co-editor**; lynchrk@appstate.edu
Robin L. Rider, East Carolina University, NC; **Co-editor**; riderr@mail.ecu.edu
Jennifer Bay-Williams, Kansas State University, KS; jbay@ksu.edu
Fran Arbaugh, University of Missouri, MO; arbaughe@missouri.edu
Barbara Pence, San Jose State University, CA; pence@math.sjsu.edu

Fourth Monograph

Susan Friel, University of North Carolina – Chapel Hill, NC; **Co-editor**; sfriel@email.unc.edu
Peg Smith, University of Pittsburgh, PA; **Co-editor**; pegs@pitt.edu
Tom Bassarear, Keene State University, NH; tbassare@keene.edu
M. Lynn Breyfogle, Bucknell University, PA; mbreyfog@bucknell.edu

Amy Roth McDuffie, Washington State University – Tri Cities, WA; mcduffie@tricity.wsu.edu
Kathy Morris, Sonoma State University, CA; Kathy.morris@sonoma.edu

Newsletter

Lynn Stallings, Kennesaw State, GA; **Editor**; lstalling@kennesaw.edu
Laurie Cavey, James Madison University, VA; caveylo@jmu.edu
Kathleen Lynch-Davis, Appalachian State University, NC; lynchrk@appstate.edu
Troy Regis, University of Missouri, MO; tprb62@mizzou.edu
Tracy Rusch, Wright State University, OH; tracy.rusch@wright.edu

CITE Journal

Iris DeLoach Johnson, Miami University, OH; **Co-editor**; johnsoid@muohio.edu
Virginia (Ginny) Keen, Wright State University, OH; **Co-editor**; ginny.keen@wright.edu

AMTE's Eleventh Annual Conference, January 2007

We invite you to plan to attend and speak at next year's Eleventh Annual AMTE Conference, to be held January 25 - 27, 2007, at the Hyatt Regency Irvine in Irvine, California.

The *Call for Proposals* will be available on the AMTE website (www.amte.net) by March 1, 2006, and in the next issue of *AMTE Connections*. Sandi Cooper of Texas Tech University will be the Program Chair, and Nadine Bezuk of San Diego State University will be the Local Arrangements Chair. The deadline for submitting proposals is June 2, 2006.

We hope to see you there!

The 2008 Conference will be held somewhere in the south-central United States—stay tuned for more information!

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